

The Impact of Teaching Entrepreneurship Engagement on Teacher's English Proficiency, Teaching Skills, Self-Regulations and Supply Chain for Indonesian EFL Students

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Abstract- The foremost aim related to this research is to examine the impact of entrepreneurship engagement on the teachers' English proficiency, skills and self-regulation in Indonesian English as foreign language (EFL) students. The secondary aim associated with this study is to examine the mediating role of the supply chain on the links of entrepreneurship engagement and teachers' English proficiency, entrepreneurship engagement and teacher's skills, and entrepreneurship engagement and self-regulation. The data were collected from the EFL students of Indonesia and analysis was performed by using the PLS-SEM. The findings indicated that positive links among the entrepreneurship engagement and teachers' English proficiency, skills, and self-regulation. The results also indicated that the supply chain positively mediates among the nexus of entrepreneurship engagement and teachers' English proficiency, entrepreneurship engagement and teachers' skills, and entrepreneurship engagement and self-regulation. This literature gives the awareness to the policymakers that they should emphasize on the entrepreneurship engagement that enhance the teachers' English proficiency, skills and self-regulation.

Keywords- Teachers' English Proficiency, Entrepreneurship Engagement, Teachers' Skills, Supply Chain, Self-regulations

1. Introduction

Entrepreneurship is creating, making, designing, launching and running a new business. A long time ago entrepreneurship education course projected by Myles Mace at Harvard University [1]. Now a day's number of facts show the actual affluent and successful in this exercise and training in the great United States. In the United States, 2,200 courses started in above than 1,600 organizations and institutions. Roundabout 277 in brilliant situations and positions and above 100 established and backed and sponsored this type of center [2]. The opinion of this figure and assessment, anyone could think about this field that really reputable and establish. As well as the reputation and well establishment at one end but the other true thing is that theatrical, practical and educational treating has some task and challenges, in different situations entrepreneurship education activities and events very

near to skills than science, ambitiously by knowledge, skill and experience better than the methodical and systematic teaching methods and tactics [22].

The entrepreneurship study has some theoretical deficiencies. By investing in this type of education mostly the return of money is not clear by many politicians and result makers. They have invested their amount in this type of program and get the result for the public [3]. Moreover the conclusion of worldwide researches that the entrepreneurship study is not mature and shows like childless. This type of field is very new, undeveloped under development and very young in its youth phase. Insignificant and investigations and experience have some problems with the lack of patterns and models of theories in the entrepreneurship study. So, in this situation, ancient questions and ideas have come in mind about entrepreneurship education. In this regard, many planners, consultants and instructors, however, believe that entrepreneurship study may be the focus and concerned to make some new projects and new work. These facts have value but the other thing is that some people inspired this paradigm prototype the thoughts of school, that trust and belief about the "real-life" and fact about this entrepreneurs study are constantly reliable and has some special value better active than "old-style" teachers and professors to impact and teach entrepreneurship. In case of regard frequently question regarding this thought of education or study is that perhaps "Entrepreneurship study can be train or impact?". The knowledge and thought about the creation of an entrepreneur study has not completely died, however, the discussed this topic is mostly in public places and occasionally between the business communities and market world. As it regular talks and discussions in entrepreneurship colleges, schools and academies either teacher can teach students to developed and make entrepreneurs [5].

However, some people still say and claim that the teaching of entrepreneurship study is not possible at the moment because about them the entrepreneurship is substance like character, behavior, mental and emotional features. There are many pieces of advice but in this regards one of the front arguments is that aptitude, talent, and nature never be trained. Peoples claim and have reasoned that this theory is correct for a number of occupations and expert and specialized circumstances [5]. In this situation no person will argue

about this circumstance that medicine, law, or engineering consider trained and skillful and so, for doctors, lawyers, and engineers all these are talented persons but others are not talented [6]. The same query about made for entrepreneurship and entrepreneurs. Later we say and claim that is possible to instruct and teach the people in entrepreneurship. So, it is impossible to tell that weather all these specialties, an expert may be brilliant in their fields or not, the same as there is no promise or guarantee about prior to the success of these courses. After conveying this valuable information to entrepreneurs businessmen and experts manage company progress and overwhelmed problems before the staring of business and their project teaching.

By serving entrepreneurs for progress teaching skills, arrogances and character perhaps less clear method [10]. This investigation is approved by Peter Drucker's words mentioned by [9]: "About the entrepreneurship, it is possible that some sides of this study, maybe trained. Commercial Teacher or trainer and skillful persons have advance elsewhere them the entrepreneurs recreated not complete". All these outstanding concepts, and regular questions and fixed arguments and debates can be lead the positive and confident barrenness. For avoiding these sterilized effects and offer a new path entrepreneurship education, coaches maybe skull Green and rice's proposition in their book introduction: "Entrepreneurship education: moving from 'whether' to 'what', 'how' and 'why'" [7].

Now again we advise or back to the main basic question about this is that counting form the education science: Why, What, for Whom, How and for which results, all these five power full questions all these together make a controlled and powerful educational agenda. So, we first thoroughly talk about these valuable questions. About this special thing and issue, we represent the special articles all of this in the light of this new way for entrepreneurship teaching. About this entrepreneurship teaching has many answers looking for these questions either entrepreneurship can be educated or trained [8].

The vital, crucial and essential issues that may be endorsed and promoted in relation to entrepreneurship study need to understand the question has to be refused. There are many questions, matters and issues are related to or critical in entrepreneurship study. However, the study, examining and real truth of entrepreneurship study emphases on content and practice of entrepreneurship study. In case of regard frequently question regarding this thought of education or study is that perhaps "Entrepreneurship study can be train or impact?" The knowledge and thought about the creation of an entrepreneur study have not completely ended[7]. Much getting ready is explicitly masterminded towards working up instructors' demonstrating skills, especially their teaching skills. Extents of instructing conduct have been seemed to associate with various extents of learning result [22].

The entrepreneurship study, plans and goals research builds on studies of circumstance, procedure, examinations. After the study of the research, it has been assumed that entrepreneurship study is the effect on professor, teacher and researcher background. The most important is that the role of educator as instructor, conclusion person and organizer[9]. Research shows that the level of content of entrepreneurship study must be related to the level of educator background. Proficiency has acknowledged a notable handle on understudy and instructor informative destiny, yet implications of capability are slippery and difficult to apply in a way that totally gets understudies' dedication in language learning structures.

Though, educators and the variety of approaches and ways and incidence of the teaching may show to be reached In the conclusion we see a very close look at the educator and study the basics that show play a special role in targeting entrepreneurship education in academies and schools. About the question of this study is that. Tell the methods and practices that educators apply in their entrepreneurship study, and about the background of any teacher related or effect on entrepreneurship study practices in academies and schools [10]. In agreement with the teacher reforms report in Indonesia. Some facts are as under:

Table 1. Perception of School Supervision Competencies

Details	Perception of School Supervision Competencies
Personality	55
Managerial Supervision	77
Academic Supervision	81
Education Evaluation	66
Research & Development	74
Social	39

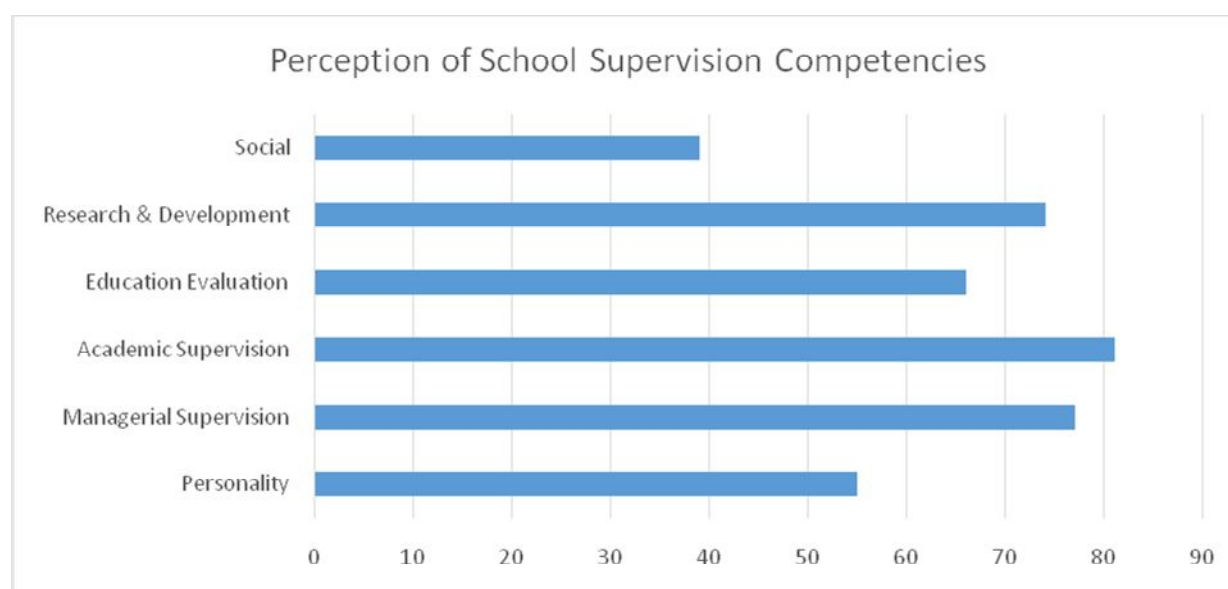


Figure 1. Perception of School Supervision Competencies

2. Literature Review

The information and pondered the making of business person study has not totally kicked the bucket, anyway the talked about this subject is for the most part out in the open spots and sometimes between the business networks and market world. It customary talk and conversation in business enterprise universities, schools and foundations either instructor can instruct understudies to created and make business people[10]. Anyway, a few people despite everything say and guarantee that the instructing of business enterprise study is beyond the realm of imagination right now in light of the fact that about them the enterprise is a substance like character, conduct, mental and enthusiastic highlights. There are numerous pieces of advice however right now of the front contention is that bent, ability, and nature never be trains. People groups guarantee and have reasoned that this hypothesis is right for a number of occupations and master and concentrated conditions.

It this circumstance no individual will contention about this situation that medication, law, or designing think about prepared and able thus, far specialists, legal advisors, and architects all these are gifted people however others are not skilled [11]. An equivalent inquiry about made for business enterprise and business visionaries. Later we say and guarantee that is conceivable to educate and show the individuals in business enterprise. Along these lines, it is inconceivable going to tell that climate every one of these claims to fame, the master might be splendid in their fields or not, same as there is no guarantee or assurance about prior the achievement of these courses. Subsequent to passing on this important data to business visionaries businesspeople and master oversee organization progress and overpowered issues before the gazing of business and their venture educating. We encourage or back to primary fundamental inquiry concerning this is checking structure the training

science: Why, What, for Whom, How and for which results, all these five forces full inquiries all these together make a controlled and amazing instructive motivation. Along these lines, we first completely talk about these important inquiries. About this uncommon thing and issue, we speak to the unique articles the entirety of this in the light of this new route for business instructing. About this enterprise instructing has numerous answers searching for these inquiries either business enterprise can be taught or prepared [12].

Associating business people as good examples to reasonable techniques has numerous conceivable outcomes worth considering, for example, business people filling in as mentors or tutors, visiting schools and moving understudies through stories and by offering down to earth guidance. Likewise, study hall conversations, homeroom speakers, and field trips are perceived to be a powerful method for moving information when the goal is to offer understudies hands-on understanding on various parts of business[13]. Moreover, Solomon featured the conceivable positive results of using interdisciplinary instructing, process-arranged methodologies, and hypothesis-based down to earth applications. The significant harmony between the homeroom educational program and hands-on learning[14]. One fascinating way to deal with business enterprise training was to exhibit frequencies in instructing strategies. In his findings, various conversations, field-tested strategy assignments, visitor speakers, and contextual investigations were the most mainstream showing strategies, utilized in any event in half of business enterprise courses during the 2004–2005 scholarly year[15]. The learning society of schools is frequently restricted to business instruction. While there are examines that proposes that a beneficial learning society would be an aftereffect of fruitful business instruction [16], the learning society could rather be considered as a precursor for enterprise

training. While the general enterprise instruction in schools is depending on the school and the educator, the accessible assets from the concerned systems have their effect on business enterprise training. Nearby organizations, affiliations, and national and worldwide activities might be a piece of this system. The students can get an advantage from the experience of these sources and can upgrade their certainty and capacity [3]. It raises their confidence. The usage of these assets has an immediate infringement on the degree of business enterprise training in schools. At long last, in business training the educator is the essential source and the instructors' job in defining the time, recurrence, substance and strategies for enterprise training are deciding the results of instructing. We can't discredit or disregard the educator's job being developed of understudies' abilities in business instruction. The arranging of the educator has been inspected cautiously and deliberately from the perspective of instructing and working strategies, didactics and instructional methods [22]. To furnish a student with required aptitudes it is required that educators must be well prepared and have this capacity to set up his/her understudy to confront the difficulties of a not so distant future. As far as we could possibly know, the greater part of these strategies has not yet been checked exactly. We feel away from the various expected strategies and approaches are required. To open up a conversation concerning proof, we will deliver and test the accompanying recommendation. A while later, we present quality experimental information and in like manner try to draw an increasingly solid image of instructors' business enterprise training rehearses.

Educators' gender orientation and enterprise instruction rehearse. It appears that business enterprise instruction looks into considering business enterprise free of sexual orientation issues. In a cautious writing overview, we couldn't find enterprise instruction examines where the focal point of investigation is instructors' sexual orientation. Few variables are fundamental for male and female that are well arrangement, all around arranged, all around conveyed, very much assessed and all around talked about. So far, appear to be the main ones that have a recommendation that there could be contrasts identified with the educator's sex in business training [17]. It is accounted for that female educators were especially the indiscreet power behind the venture activities contemplated in their exploration. Despite the fact that we have discovered leap forward investigations with a women's activist way to deal with business enterprise instruction and studies concerning ladies' business visionaries, their findings are not indicant of contrasts or similitudes among ladies and men. An instructor's sex doesn't have a significant job in slanting business enterprise training [16].

The methods for wrecking point of view of picking up data and mechanical progression have been found, a significant risk to industry and government. The main consideration that intercedes between the divisions or management of supply chain networks, sharing of data between the instructors and the executives is a

significant factor for the advancement of characters just as the training imperfections. The instruction area is only engaged to break down the interceding job of supply chain networks between branches of instruction, while supply chain networks additionally talk about a different piece of sharing data, training, preparing projects and projects of mindfulness between the resistance offices.

The conceivable ramifications of the supply chain network in instructive foundations create huge effects on the understudies to get abilities of alternate points of view to accomplish the objectives in down to earth lives. The educators and understudies are connected with every other, while the social changes put immense effects on the feelings just as on the professions of instructors which brings about a wide hole between showing capacities and understudies. Information from different perspectives has been procured to get potential outcomes that instigate intervention impacts on the alumni by their school personnel when they get affected by the educational program changes in instructive divisions. The outcome shows a huge effect on the instructor's feelings and the job or intercession between the supply chain network of data and school leavers for the advancement of vocations to become experts [21].

Much preparation is expressly arranged towards building up educators' showing abilities, particularly their teaching skills. Proportions of educating conduct have been appeared to connect with different proportions of learning result. A well-created and generally utilized American understudy input poll was chosen which focused on 'low induction' instructing practices, so as to expand unwavering quality, and which has been appeared to associate with learning results: The Student Evaluation of Educational Quality (SEEQ) [1].

Educators' business venture foundation positively affects enterprise instruction. Some prior examinations have recommended that generally speaking, the instructor's close to home first-hand understanding of business could be think about significant for enterprise training. It is difficult to find educators with both appropriate instructive foundations and past experience as business people, as it is important to the issue. The educator's experience, the frame of mind and abilities influence their instructing. Teachers' definitions of the enterprise are influenced by their experiences and by the number of years they have worked in business endeavors. Bennett estimated the effect of instructors' experience qualities, for example, their business experience, business proprietorship, and scholastic foundation in business contemplate [10]. He discovered that the instructor's experience clearly affects the manner in which the educator sees a business enterprise. At the end of the day, the instructor's prior work understanding and business foundation associations have a great effect on the execution of enterprise training. An instructor proposing that when trying business training, a person's own involvement with the enterprise is shared, which is shown particularly when giving the realities concerning

enterprise[14]. Pioneering conduct is a central capability for an enterprise teacher and creates, all things considered, practice as a business visionary. Educator's work understanding and business training rehearse. Business instruction is a genuinely new thought in the field of training. Hence, there is significantly constrained research and proof identified with the job of educators' expert involvement with business enterprise training. Brought up that there is an absence of research concerning diverse business enterprise training learning standards, however, referenced that the educator's length of administration and position could assume a job in what encouraging practices are utilized[23]. In an ongoing report, upheld the end that educators' safeguard training and vocation encounters upgrade their ensuing homeroom guidance. With regards to business enterprise instruction, the instructor's work experience could at the same time reflect decidedly on the educator's expert improvement and learning and adversely on the new ideal models and systems that would require exceptional learning forms[18]. In that sense, the more youthful instructors (with less experience) could be progressively ready to embrace new ways to deal with educating than the more established and experienced educators. For instance, the educator's age has an impact and that more youthful instructors would be progressively disposed toward business training. In opposition to recently referenced examinations, a fascinating finding that the business teacher's age or the length of administration doesn't influence their enterprise training rehearses[20].

The term proficiency has accepted a ground-breaking grasp on understudy and educator instructive fate, yet meanings of proficiency are elusive and hard to apply in a manner that completely catches understudies' commitment in language learning forms [9]. A few examinations have demonstrated that ELF's proficiency in English is a significant determinant of their support in class and at last, their scholastic achievement, a number of investigations has closely examined that how proficiency is built at school levels [14].

Scholars have suggested that proficiency is a term that lacks a "satisfactory operational definition" [17]. Seminal studies in SLA have found that modifications, foreigner talk, and child-directed speech are common accommodations when interacting with others who are assumed to be less proficient speakers; yet, the question remains as to how speakers perceive interlocutor proficiency [21]. Business enterprise training isn't the same at school levels. Generally, the exploration concerning enterprise instruction is identified with the advanced education level. In any case, [10] concentrated particularly on business instruction in optional level schools in Ireland, and contemplated the significance of big business training for the 14–19-year-mature age gathering. These examinations, among others, have made sense that the school level would be a significant factor to decide enterprise training practice.

In their approach, called Self-Regulated Strategy Development (SRSD), students learn specific strategies

for planning, drafting, and revising the text. Explicit and strategy-based instruction is fundamental to this approach [15]. Understudies are likewise instructed various self-regulated abilities including objective setting, self-checking, self-regulated, and self-fortification. These aptitudes assist understudies in dealing with the composing techniques, the composing procedure, and their behavior during guidance [16].

Additionally, it portrayed various consequences of business enterprise instruction between various training levels. It appears that more extensive comprehension of the assortment of strategies, systems, approaches, and the coherence and recurrence of the instructing is felt at this point to become to[19]. Right now, spread the degree from fundamental to upper optional training and underline not on the idea of enterprise yet on the practices that are attempted in educating. In Finland, mandatory instruction starts at seven years old. Following 9 years in essential instruction, it is conceivable to proceed either to general upper auxiliary instruction or to professional upper optional instruction and preparing. We recommend that the noticeable traits of the educator and the attributes of the school have a direct solid impact on the detectable business training in the school [21]. An accomplished instructor needs to have away from of present situation with the goal that he/she can improve basic considering students.

Effect of educator preparing on enterprise instruction. It is by all accounts a significant lucid getting that, among understudies, there is a positive connection between enterprising instruction and innovative action. There is an absence of big business-related instructor preparing in the training framework, one fascinating way to deal with business enterprise training was to exhibit frequencies in instructing strategies[23]. In his findings, various conversations, field-tested strategy assignments, visitor speakers. They have detailed instructors' enterprise training preparing positively affecting business instruction rehearses. Additionally [22] made comparable findings. They remarked that there exists a connection between the absence of preparing and educators conveying enterprise training. Instructor preparation assumed a significant job and expanded the number of practices applied to business training[16]. Based on these kinds of literature, the existing study proposed hypotheses are:

H1:The engagement of teaching entrepreneurship having an impact on teacher's English proficiency for Indonesian EFL Students.

H2:The engagement of teaching entrepreneurship having an impact on teaching Skills for Indonesian EFL Students.

H3:The engagement of teaching entrepreneurship having an impact on self-regulation for Indonesian EFL Students.

H4:The supply chain is playing a mediating role in the relationship between entrepreneurship teaching and teaching proficiency, skills and self-regulated for Indonesian EFL Students.

3. Research Methods

The aim linked with this research is to inspect the impact of entrepreneurship engagement on the teachers' English proficiency, skills and self-regulation in Indonesian EFL students. Another aim related with this study is to investigate the mediating impact of the supply chain on the links of entrepreneurship engagement and teachers' English proficiency, entrepreneurship engagement and teacher's skills, and entrepreneurship engagement and self-regulation. The data were collected from the EFL students of Indonesia and analysis was performed by using the PLS-SEM. The questionnaires were sent to the respondent by personal visit after getting approval from relevant

authorities by giving them confidence about the purpose of the study. This process of data collection was taken 15 days and 475 valid responses were returned from 570 responses that are approximately 83.33 percent rate of response.

3.1 Measures

The dependent variables named as teachers' English proficiency (TEP) has twelve, teachers' skills (TS) has six and self-regulation (SR) has ten-item [14]. While the independent variable such as entrepreneurship engagement (EE) has nine items and mediating variable such as supply chain (SC) has eight items [20].

3.2 Theoretical Framework

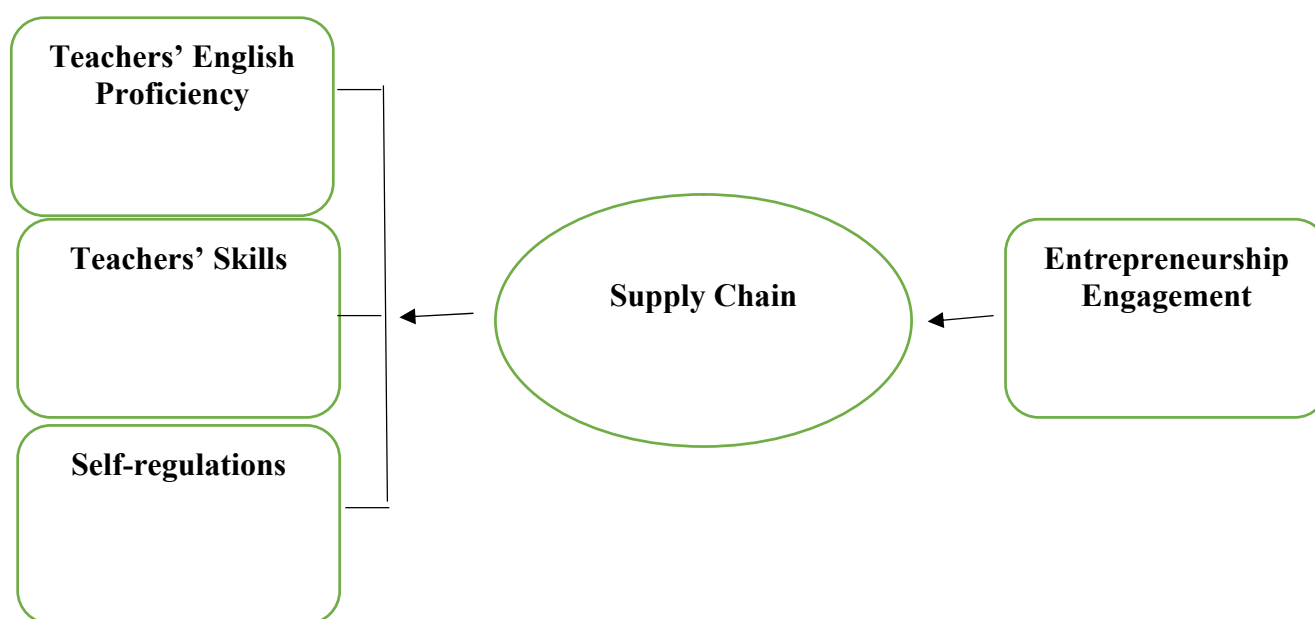


Figure 2. Theoretical Framework

4. Findings

The findings of existing literature include the convergent validity that is confirmed by AVE that must be greater than 0.50, CR that must be greater than 0.70,

Alpha that also must be greater than 0.70 and loading that must be more than 0.50 and all the criteria are full filled that means convergent validity has verified in this research. Table 2 shows the convergent validity given below:

Table 2. Convergent Validity

Constructs	Items	Loadings	Alpha	CR	AVE
Entrepreneurship Engagement	EE1	0.705	0.849	0.884	0.523
	EE2	0.821			
	EE3	0.632			
	EE5	0.628			
	EE6	0.679			
	EE7	0.789			
	EE9	0.782			
	SC1	0.745			
	SC2	0.734			
Supply Chain	SC4	0.776	0.857	0.893	0.582
	SC5	0.800			
	SC7	0.753			
	SC8	0.767			
	TS1	0.880			
	TS2	0.780			
Teachers' Skills			0.806	0.862	0.558

Self-Regulations	TS3	0.704			
	TS5	0.671			
	TS6	0.679			
	SR1	0.883	0.917	0.933	0.637
	SR10	0.718			
	SR2	0.865			
	SR3	0.731			
	SR4	0.648			
	SR5	0.811			
Teachers' English Proficiency	SR6	0.780			
	SR7	0.910			
	TEP1	0.793	0.928	0.938	0.583
	TEP10	0.760			
	TEP12	0.788			
	TEP2	0.861			
	TEP3	0.554			
	TEP4	0.783			
	TEP5	0.697			
	TEP6	0.727			
	TEP7	0.827			
	TEP8	0.799			
	TEP9	0.768			

The findings also include the discriminant validity that is initially confirmed by Fornell Larcker and Cross-loadings that must be first value always higher than the

rest of values and all the criteria are full filled which means discriminant validity has verified in this research. Table 3 and Table 4 show the Fornell Larcker and cross-loadings criteria given below:

Table 3. Fornell Larcker

	EE	SC	TS	SR	TEP
EE	0.723				
SC	0.721	0.763			
TS	0.669	0.721	0.747		
SR	0.570	0.616	0.463	0.798	
TEP	0.535	0.497	0.498	0.398	0.764

Table 4. Cross Loadings

	EE	SC	TS	SR	TEP
EE1	0.705	0.390	0.358	0.452	0.293
EE2	0.821	0.481	0.415	0.326	0.386
EE3	0.632	0.340	0.307	0.367	0.295
EE5	0.628	0.427	0.315	0.366	0.405
EE6	0.679	0.613	0.627	0.466	0.439
EE7	0.789	0.686	0.715	0.452	0.467
EE9	0.782	0.558	0.453	0.422	0.359
SC1	0.497	0.745	0.438	0.647	0.354
SC2	0.634	0.734	0.653	0.417	0.437
SC4	0.508	0.776	0.413	0.622	0.391
SC5	0.532	0.800	0.489	0.649	0.357
SC7	0.518	0.753	0.757	0.343	0.352
SC8	0.589	0.767	0.804	0.415	0.377
TS1	0.694	0.735	0.880	0.436	0.495
TS2	0.638	0.590	0.780	0.361	0.533
TS3	0.398	0.659	0.704	0.312	0.248
TS5	0.289	0.407	0.671	0.247	0.202
TS6	0.335	0.485	0.679	0.338	0.275
SR1	0.439	0.504	0.325	0.883	0.286
SR10	0.395	0.417	0.290	0.718	0.377
SR2	0.392	0.494	0.339	0.865	0.284
SR3	0.511	0.603	0.446	0.731	0.287
SR4	0.430	0.513	0.417	0.648	0.316
SR5	0.336	0.400	0.255	0.811	0.224
SR6	0.559	0.662	0.428	0.780	0.380
SR7	0.471	0.532	0.365	0.910	0.339
TEP1	0.351	0.237	0.281	0.190	0.793
TEP10	0.351	0.298	0.332	0.249	0.760
TEP12	0.408	0.384	0.446	0.354	0.788
TEP2	0.504	0.483	0.470	0.428	0.861
TEP3	0.246	0.274	0.252	0.244	0.554
TEP4	0.478	0.479	0.452	0.365	0.783
TEP5	0.437	0.464	0.392	0.389	0.697
TEP6	0.438	0.462	0.380	0.298	0.727
TEP7	0.424	0.359	0.410	0.263	0.827
TEP8	0.410	0.305	0.370	0.233	0.799
TEP9	0.302	0.236	0.257	0.180	0.768

The findings also include the Heterotrait and Monotrait ratio (HTMT) method for checking the discriminant validity the values of HTMT ratio must be lower than 0.90 and all the criteria are full filled which means

discriminant validity has verified in this research. Table 5 shows the HTMT ratio given below:

Table 5. HTMT Ratio

	EE	SC	TS	SR	TEP
EE					
SC	0.803				
TS	0.713	0.806			
SR	0.623	0.742	0.512		
TEP	0.569	0.532	0.522	0.408	

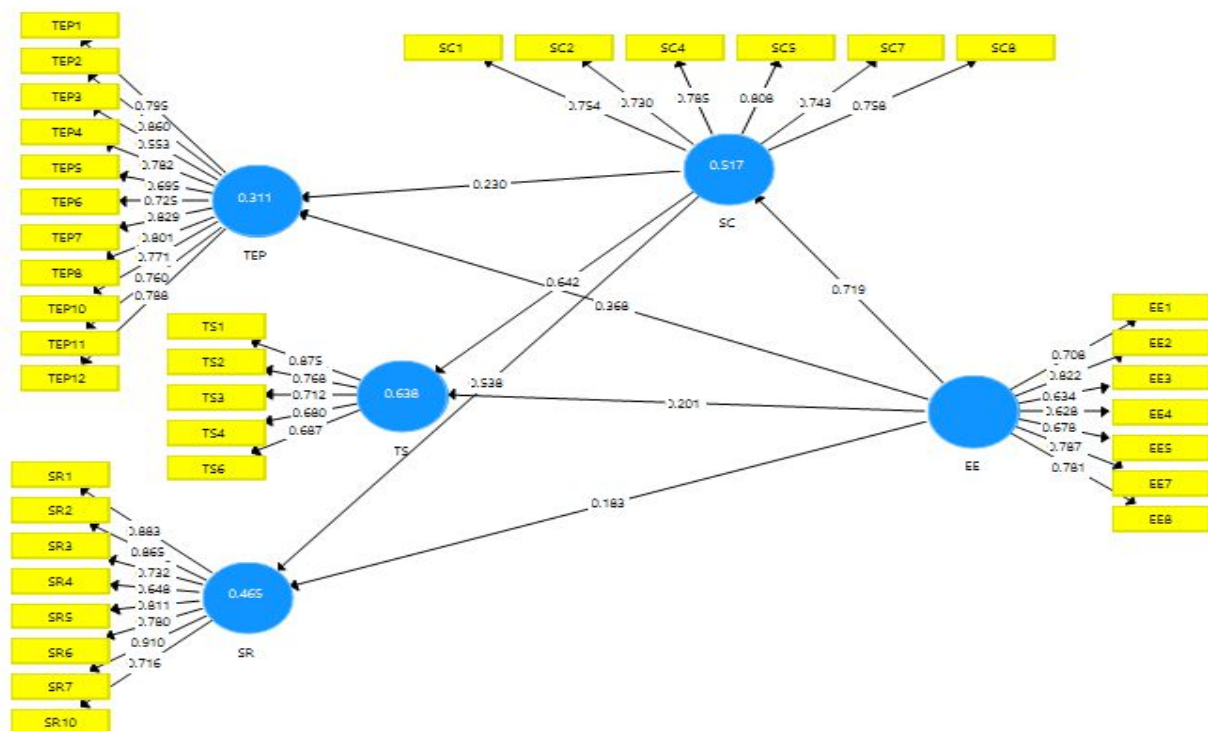


Figure 3. Measurement Model Assessment

The findings exposed that the entrepreneurship engagement has positive as well as significant link with the teachers' English proficiency, teachers' skills and self-regulation because all the criterions such as beta, lower and upper limits, t-values and p-values are full filled and accept the H1, H2 and H3. In addition, the supply chain has positive as well as significant

mediation among the links of entrepreneurship engagement and teachers' English proficiency, entrepreneurship engagement and teacher's skills, and entrepreneurship engagement and self-regulation because all the criterions such as beta, lower and upper limits, t-values and p-values are full filled and accepted H4. Table 6 given below shows the path analysis of the research.

Table 6. Path Analysis

	Beta	S.D.	t-values	p-values	L.L.	U.L.
EE → SC	0.719	0.035	20.671	0.000	0.665	0.777
EE → SR	0.183	0.062	2.951	0.002	0.082	0.285
EE → TEP	0.368	0.074	4.982	0.000	0.252	0.493
EE → TS	0.201	0.047	4.253	0.000	0.125	0.280
SC → SR	0.538	0.063	8.595	0.000	0.433	0.649
SC → TEP	0.230	0.071	3.235	0.001	0.109	0.336
SC → TS	0.642	0.042	15.229	0.000	0.572	0.711
EE → SC → SR	0.387	0.052	7.499	0.000	0.305	0.479
EE → SC → TEP	0.166	0.053	3.138	0.001	0.077	0.245
EE → SC → TS	0.461	0.042	11.005	0.000	0.398	0.533

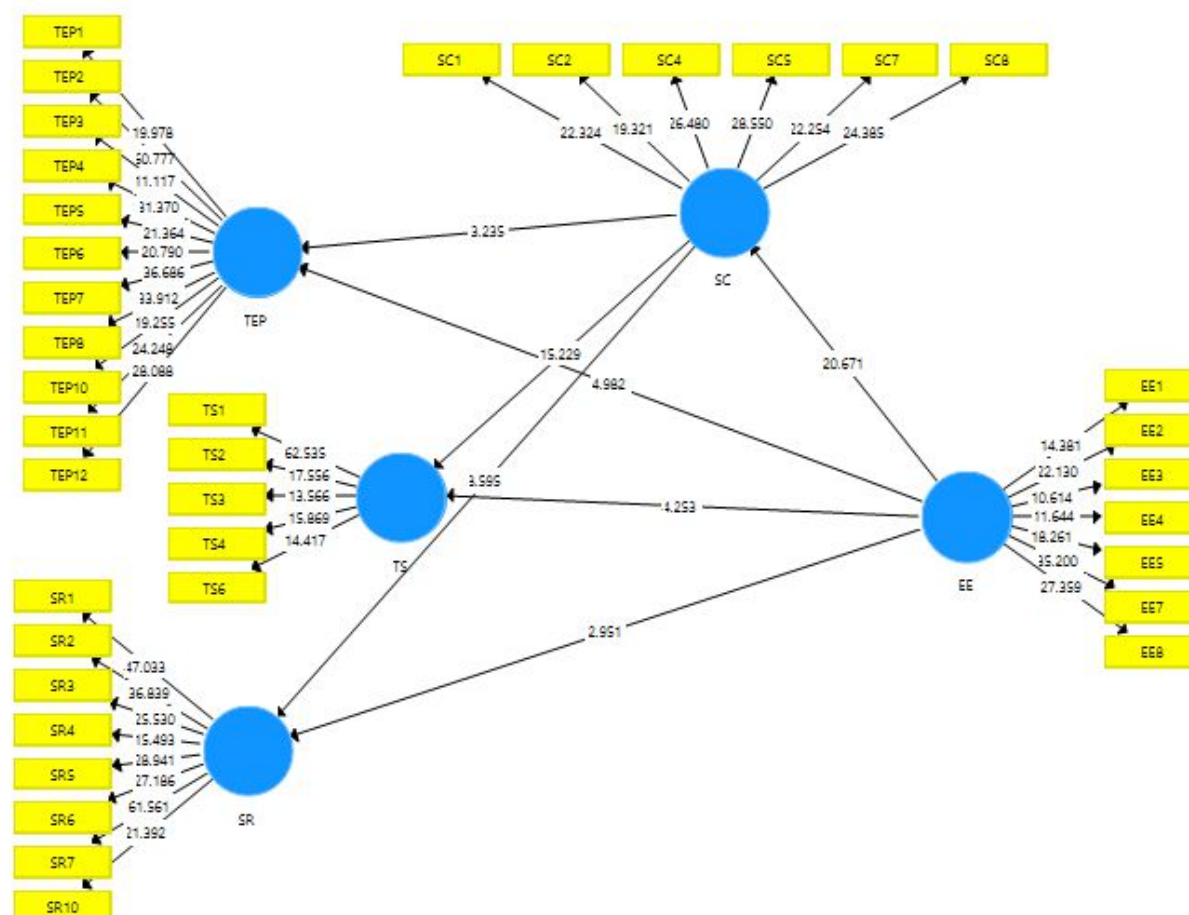


Figure 4. Structural Model Assessment

5. Discussions

The outcomes show that the education institutions in Indonesia adopted the entrepreneurship engagement that enhances the teachers' English proficiency, teaching skills of the teachers and also improves the self-regulation in the institutions. In addition, the supply chain process boosts up the entrepreneurship engagement in the institution that enhance the teachers' English proficiency, teaching skills of the teachers and also improve the self-regulation in the educational institutions in Indonesia. Most of the previous studies were also find this type of relationship among the entrepreneurship engagement, teachers' English proficiency, teaching skills of the teachers and self-regulation [15].

6. Conclusion

The existing study concluded that the education institutions in Indonesia adopted the entrepreneurship engagement that enhances the teachers' English proficiency, teaching skills of the teachers and also improves the self-regulation in the institutions. This study also exposed that Indonesian education institutions are employed effective supply chain processes that enhance the entrepreneurship engagement in terms of enhancing the teachers'

English proficiency, teaching skills of the teachers and self-regulation. This literature gives the awareness to the policymakers that they should emphases on the entrepreneurship engagement that enhance the teachers' English proficiency, skills and self-regulation.

7. Limitations and Future Directions

The existing study has few limitations such as its results is generalized only on the educational institutions working in Indonesia and it is the recommendation to the upcoming studies that they should expand their scope by adding more institutions as well as countries in their analysis. This study also recommended to the future researchers that they should include more predictors in their evaluations.

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